



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Stockton Secondary Academy

CDS Code: 39 68676 0139865

School Year: 2025-26

LEA contact information:

LaNitra Curtis

Principal

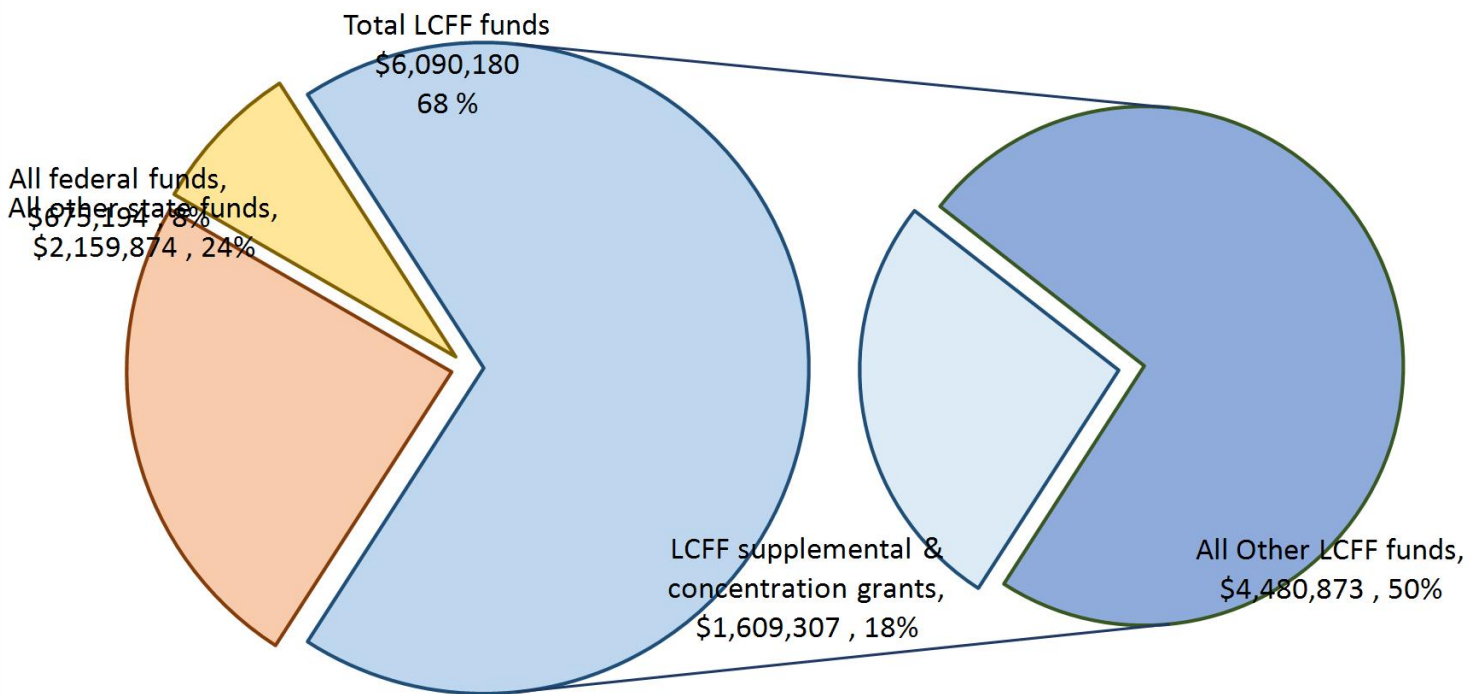
AspireASSA@aspirepublicschools.org

209-208-9900

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

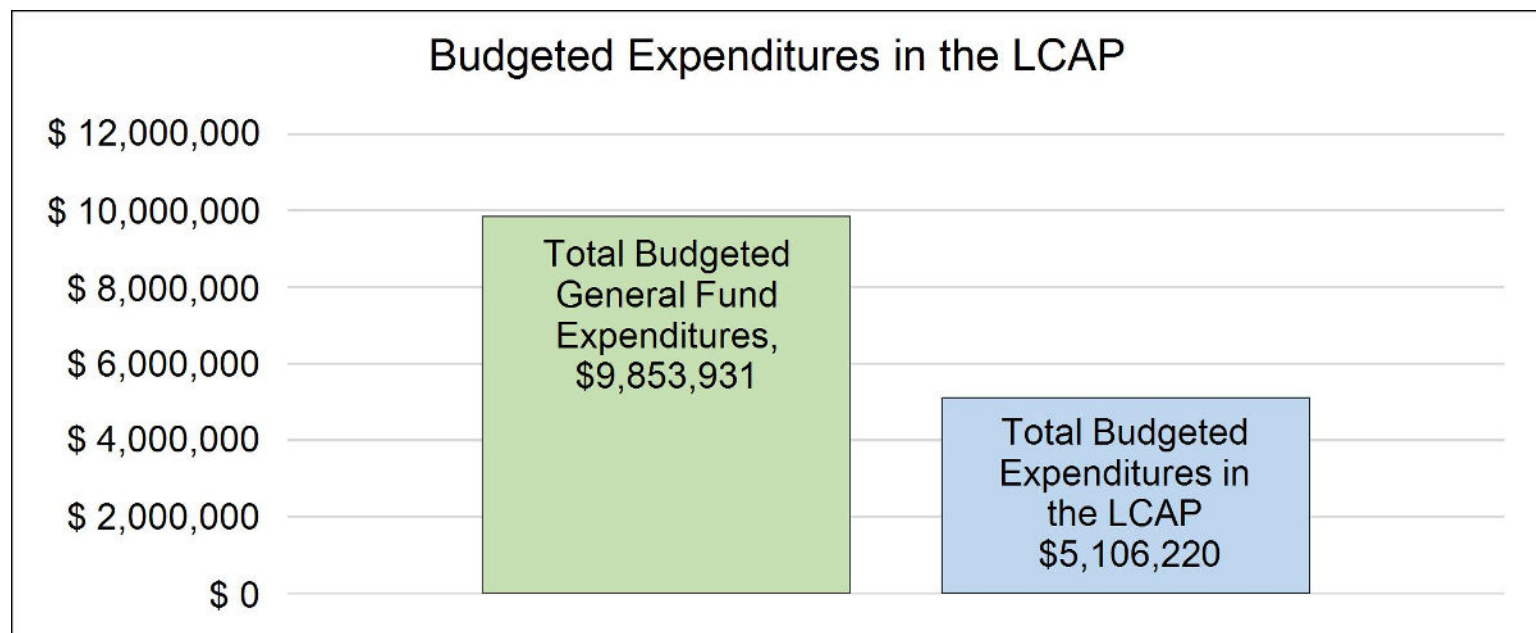


This chart shows the total general purpose revenue Aspire Stockton Secondary Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Stockton Secondary Academy is \$8,925,248, of which \$6,090,180 is Local Control Funding Formula (LCFF), \$2,159,874 is other state funds, \$0 is local funds, and \$675,194 is federal funds. Of the \$6,090,180 in LCFF Funds, \$1,609,307 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Aspire Stockton Secondary Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Stockton Secondary Academy plans to spend \$9,853,931 for the 2025-26 school year. Of that amount, \$5,106,220 is tied to actions/services in the LCAP and \$4,747,711 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

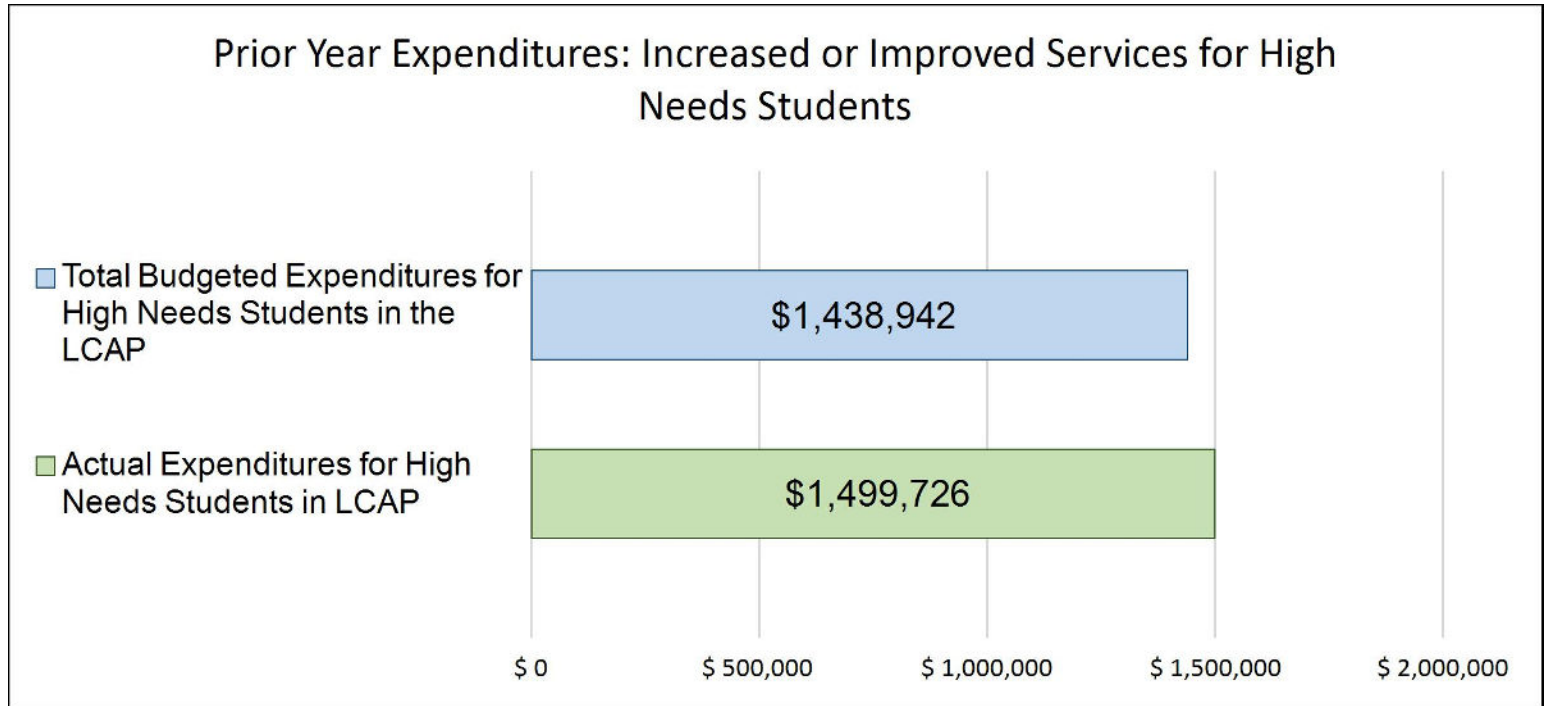
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not limited to operational costs for fundamental LEA functions such as administration, utilities, and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Aspire Stockton Secondary Academy is projecting it will receive \$1,609,307 based on the enrollment of foster youth, English learner, and low-income students. Aspire Stockton Secondary Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Stockton Secondary Academy plans to spend \$1,713,325 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Aspire Stockton Secondary Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Stockton Secondary Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Aspire Stockton Secondary Academy's LCAP budgeted \$1,438,942 for planned actions to increase or improve services for high needs students. Aspire Stockton Secondary Academy actually spent \$1,499,726 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-----------------------------|--|
| Aspire Stockton Secondary Academy | LaNitra Curtis Principal | AspireASSA@aspirepublicschools.org 209-208-9900 |

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Aspire Arts & Sciences Academy, located in Stockton, California, is a TK-5 school that opened in 2020 as part of the Aspire Public Schools network. The school is dedicated to providing a unique educational experience integrating a strong focus on arts and sciences with rigorous academic instruction. Serving 386 students, the school embraces diversity, with 54% of students identifying as Hispanic, 19% as Asian-American, .09% as multiracial, and others including Black .08%, Caucasian .03%, Pacific Islander .01%, and American Indian/Alaska Native .01%. Approximately 62% of students qualify for free or reduced lunch, underscoring the school's mission to ensure equitable access to quality education.

Under the leadership of Principal Alicia De Santiago, Aspire Arts & Sciences Academy offers an extended school day with three weekly lessons in art and science. The school's project-based learning approach is highlighted by its "Celebrations of Learning," a series of exhibitions held three times a year where students present interdisciplinary projects integrating English Language Arts, science, and art. Open to families and the community, these events provide students with opportunities to demonstrate their learning through research, presentations, and hands-on experiences aligned with content standards.

Family engagement is central to the school's success, with families actively participating in the "Celebrations of Learning" and student-led conferences. Our family engagement approach ties academics and fun family activities, for example, when attending your scholar's scheduled Celebration of Learning presentations, families are able to visit the Scholastic Book Fair or purchase food from the two or three food trucks available. This joyful collaboration fosters a supportive learning environment where students receive the academic and social-

emotional support needed to thrive. The school is committed to removing barriers to equitable access and ensuring positive outcomes for all scholars.

Aspire Arts & Sciences Academy's vision is to empower scholars to build fulfilling and liberated futures for themselves and their communities. Its mission is to provide a rigorous and joyful academic experience that nurtures students' unique talents while promoting inclusivity and addressing systemic inequities affecting marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color.

With its strong emphasis on creativity, innovation, and family involvement, Aspire Arts & Sciences Academy inspires students to think critically, solve problems, and positively contribute to their communities as lifelong learners.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

We do not have unspent LREBG funds from the prior year. However, with the potential for new LREBG funds to be dispersed in 2025-26, we have incorporated new actions to reflect the use of these funds per the Ed Code requirement and the required needs assessment. The rationale for each action and how it is expected to address the areas of need are included in the action descriptions in the LCAP.

As required by the LCAP template, the actions related to the student groups and state indicators identified in the 2022–23 California School Dashboard as performing at the lowest performance level (red) will remain unchanged throughout the three-year LCAP cycle. These groups and indicators, which have guided the development of actions and services, are as follows: Suspension: All Students, Socioeconomically Disadvantaged

Performance Overview:

Based on our analysis of both the California School Dashboard and local data, we have identified the following successes and challenges in our schools performance. This reflection has guided our LCAP planning to address identified needs effectively.

Successes:

One success is in the implementation of new SEL Curriculum (Big Rock 2 - Empower):

Successes in Climate and Suspension Rates: The adoption and implementation of SEL curriculum and associated training have contributed to a decrease in suspension rates from 13.9% to 11%, reflecting positive impacts on school culture and behavior management. Teacher Training: All staff trained in SEL aligns with improvements in fostering culturally responsive and inclusive environments, as reflected in the progress in subgroup data, particularly for EL students (e.g., 66.7% ELPI improvement).

Additionally our Enrollment Efforts (Big Rock 2 - Empower) is another area of success:

Marketing and Engagement: The development of a comprehensive enrollment marketing plan, including social media campaigns and outreach to local businesses, demonstrates a strong commitment to meeting enrollment targets. Community Engagement: Monthly parent meetings and outreach have increased visibility, likely contributing to sustained or growing enrollment.

We also found success in the area of Attendance Awareness and Protocols:
The plan to engage families with attendance protocols and incentives supports the improved suspension and attendance trends observed in the data. This proactive engagement with families will likely strengthen attendance outcomes further in future quarters. This success is a direct benefit from adding a school social worker and parent outreach coordinator to out school site staff.

Challenges:
One of our challenges is Enhance Monitoring and Feedback which directly affects our Math and ELA Data:
Action:
We will conduct more frequent observations to ensure full implementation of curriculum and culturally responsive practices in classrooms. Incorporate data on subgroup performance gaps into coaching conversations.
Action:
We will implement the follow Data-Driven Adjustments: Use MOY data to identify trends and inform instructional strategies for Q3 and Q4, focusing on reducing the number of students performing Two or More Grade Levels Below in both reading and math. We will also evaluate PBL Outcomes by collecting student outcome data on PBL projects and adjust implementation as needed to ensure alignment with academic and career readiness goals.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|------------------------|---|
| Teachers | Teachers actively participated in shaping school priorities through multiple engagement opportunities: bi-annual Teammate Surveys (fall and spring), bi-annual All Staff Needs Assessments (winter and late spring), monthly Staff Meetings, and weekly Lead Team Meetings. These forums offered meaningful feedback on instructional practices, student academic and behavioral needs, professional learning, and cultural responsiveness—directly informing the development and refinement of LCAP goals and actions. |
| Principals and Admin | School leaders—including principals and administrators—engaged in weekly Lead Team Meetings, bi-monthly Staff Meetings, and bi-annual Teammate Surveys. These collaborative spaces centered on schoolwide planning, resource allocation, professional development, and strategic goal setting, ensuring that the LCAP remained aligned with the school’s overarching vision and priorities. |
| Other School Personnel | Non-instructional staff—including support and operations teams—were engaged through bi-annual Teammate Surveys (administered in the fall and spring) and monthly Staff Meetings (held on Friday). These opportunities allowed staff to provide input on workplace culture, operational efficiency, cultural awareness, and student support services, directly contributing to the development and refinement of LCAP strategies. |
| Parents | Parents and families were engaged through a variety of forums, including bi-annual Family Surveys (fall and spring), quarterly SSC and ELAC meetings, monthly Parent meetings, Coffee with the Principal gatherings. These touchpoints captured valuable input on |

| Educational Partner(s) | Process for Engagement |
|---------------------------|--|
| | barriers to engagement, family needs and preferences, and progress toward LCAP goals, ensuring that parent voices played a meaningful role in planning and decision-making. |
| Students | Students were engaged through bi-annual Student Surveys (conducted in fall and spring) that gathered feedback on classroom climate, sense of belonging, and learning experiences. |
| SELPA (Special Education) | The LEA consulted regularly with SELPA representatives through quarterly meetings (held in early fall, winter, spring, and summer) to discuss program development, accommodations, and access to specialized services. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The engagement process with educational partners led to the development of the LCAP, reflecting the diverse feedback gathered from teachers, principals, non-instructional staff, parents, students, and SELPA representatives. Based on feedback from teachers and staff, the LCAP was multi-tiered systems of support (MTSS) by integrating additional academic and behavioral intervention strategies and providing targeted professional development focused on classroom management and trauma-informed practices. Principals and administrators highlighted the need for improved resource allocation for staff training and family engagement opportunities, leading to the prioritization of increased funding for coaching support.

Parents and families, through surveys and meetings, identified barriers to engagement, prompting the addition of flexible family engagement options, including 2 Coffee with the Principal. Student feedback regarding their sense of belonging and classroom climate resulted in an emphasis on fostering positive school environments, leading to actions that expanded peer mentorship programs (WEB) and enhanced social-emotional learning activities.

Consultations with SELPA representatives informed changes related to ensuring that students with special needs received equitable support, such as improving the alignment of Individualized Education Programs (IEPs) with schoolwide goals and enhancing collaboration between general and special education staff. These changes demonstrate how input from key educational partners directly influenced the LCAP's goals, actions, and budget to better address academic, behavioral, and social-emotional outcomes across student groups.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | Aspire scholars and staff experience grade-level, engaging, affirming, and meaningful, culturally responsive academic programming that prepares them for career and college. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our goal, shaped by the urgent need for superior curriculum and instructional quality, aims to empower every student with engaging, meaningful, and rigorous GLEAM instruction. This approach prepares them for future college and career paths that match their aspirations. In response to the educational disparities widened by the pandemic, we are committed to advancing equity, particularly for historically underserved communities. We pledge to equip our educators with the necessary resources, support, and time to deliver culturally responsive, standards-aligned teaching. By embracing data-informed practices, we ensure continuous assessment and support for our students' journey towards academic excellence and lifelong success.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|---|
| 1.1 | Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard | 2022-2023 SBAC ELA DFS All: -57.5 African American/Black: -86 English Learners: -68.1 Socioeconomically disadvantaged: -61.5 Hispanic/Latinx: -52.5 Students with Disabilities: -162.5 | 2023-2024 SBAC ELA DFS All Students: -73 English Learner: -103.4 Long-Term English Learner: -147.6 Socioeconomically Disadvantaged: -78.4 | | 2025-2026 SBAC ELA DFS All: -30.50 African American/Black: -59 English Learners: -41.10 Socioeconomically disadvantaged: -34.50 | All Students: -15.5 African American/Black: -17.4 English Learners: -35.3 Hispanic/Latinx: -16.1 Socioeconomically Disadvantaged: -16.9 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|---|
| | | | Black/African American: -103.4 Hispanic: -68.6 Students with Disabilities: -174.8 | | Hispanic/Latinx: -25.50 Students with Disabilities: -135.50 | Students with Disabilities: -12.3 |
| 1.2 | Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard | 2022-2023 SBAC Math DFS All: -113.8 African American/Black: -148.9 English Learners: -143.6 Socioeconomically disadvantaged: -116.4 Hispanic/Latinx: -105.8 Students with Disabilities: -217 | 2023-2024 SBAC MATH DFS All Students: -124.1 English Learner: -141 Long-Term English Learner: -184.2 Socioeconomically Disadvantaged: -129.4 Black/African American: -145.9 Hispanic: -119.8 Students with Disabilities: -226.1 | | 2025-2026 SBAC Math DFS All: -104.80 African American/Black: -139.90 English Learners: -134.60 Socioeconomically disadvantaged: -107.40 Hispanic/Latinx: -96.80 Students with Disabilities: -208 | All Students: -10.3 African American/Black: -3.0 English Learners: -2.6 Hispanic/Latinx: -14.0 Socioeconomically Disadvantaged: -13.0 Students with Disabilities: -9.1 |
| 1.3 | CA Science Test (CAASPP-Elpac.ets.org) | 2022-2023 Science Test 6.00% Met & Exceeded | 2023-24 Science Test % Below Standard English Learner: 25.4 points below Socioeconomically Disadvantaged: 24.2 points below | | 2025-2026 Science Test 11% Met or Exceeded | Met or Exceeded increased by 3.67% (6.00% to 9.67%). |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|--|
| | | | Black/African American: 26.3 points below All Students: 23.9 points below Hispanic: 23.2 points below 9.67% Met of Exceeded | | | |
| 1.4 | % of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard | 2022-2023 ELPI 44.40% of ELs making progress towards English language proficiency | 2023-24 ELPI EL: 64.3% of ELs making progress towards English language proficiency LTEL: 73.7% of LTELs making progress towards English language proficiency | | 2025-2026 ELPI 50% of ELs making progress towards English language proficiency | <ul style="list-style-type: none"> • ELs increased by 19.9%. • No baseline data for LTELs. |
| 1.5 | EL Reclassification Rate (RFEP Rate) MLL Dashboard | 2022-2023 RFEP Rate 66.70% | 2023-2024 RFEP Rate: 27.27% | | 2025-2026 RFEP Rate Maintain 15% or above | Decreased by 39.43% |
| 1.6 | Sufficient Access to Standard-Aligned Materials (SARC) | 2022-2023 100% of students have access to standards aligned curricular materials. | 2023-24 100% of students have access to standards-aligned materials | | 2025-2026 100% of students have access to standards aligned curricular materials. | No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|---|--|
| 1.7 | Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5 | 2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3 | 2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 | | 2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above | Increased 1 |
| 1.8 | How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection) | 2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4 | 2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can | | 2026-2027 Average Rating: 4 or above | Professional Learning for Teaching ELA and ELD Curriculum: 0 (no change) Instructional Materials Aligned to ELA and ELD: 0 (no change) Programs to Support Staff Improvement in ELA & ELD Instruction: 0 (no change) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|--|---|
| | | | improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4 | | | |
| 1.9 | Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth | <p>2023-2024 iReady Reading % of students that met annual typical growth</p> <p>All Students: 72% Grade 6: 53% Grade 7: 61% Grade 8: 60%</p> <p>iReady Math % of students that met annual typical growth</p> <p>All Students: 58% Grade 6: 64% Grade 7: 79% Grade 8: 73%</p> | <p>SY 2024-25 (iReady Reading) % of students that met annual typical growth</p> <p>All Students: 55% Grade 6: 49% Grade 7: 69% Grade 8: 65% Grade 9: 38% Grade 10: 56%</p> <p>SY 2024/25 (iReady Math) % of students that met annual typical growth</p> <p>All students: 42% Grade 6: 30% Grade 7: 49% Grade 8: 44% Grade 9: 47% Grade 10: 44%</p> | | <p>2026-2027 iReady Reading % of students that met annual typical growth</p> <p>All Students: 87% Grade 6: 68% Grade 7: 76% Grade 8: 75%</p> <p>iReady Math % of students that met annual typical growth</p> <p>All Students: 73% Grade 6: 79% Grade 7: 94% Grade 8: 88%</p> | <p>SY 2024-25 (iReady Reading) - Change from Baseline</p> <p>All Students: -17% Grade 6: -4% Grade 7: +8% Grade 8: +5%</p> <p>SY 2024-25 (iReady Math) - Change from Baseline</p> <p>All Students: -16% Grade 6: -34% Grade 7: -30% Grade 8: -29%</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|---|----------------------------------|
| 1.10 | Broad course of study (Local Indicator Survey, Priority 7) | 2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art | 2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art | | 2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art | No Change |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

As part of our ongoing commitment to enhance educational outcomes and ensure equitable access to quality education for all students, particularly our English Learners and vulnerable student groups, we embarked on a series of strategic initiatives. These initiatives were aimed at updating our curriculum, expanding professional development opportunities, enhancing technological access, and strengthening student support frameworks.

Planned Actions:

Purchase and update curriculum for core subjects and intervention support.

Provide ongoing professional development tailored to curriculum implementation, foundational skills, and culturally relevant pedagogy.

Enhance technology access by providing Chromebooks for a 1:1 student-to-device ratio.

Facilitate collaborative planning time for lesson and unit development.

Establish comprehensive student support structures, including designated blocks for interventions and afterschool programs.

Specialized training and support for English Learners and staff working with vulnerable student groups.

What Actually Happened:

Curriculum Purchases: The school successfully purchased new standards-aligned curriculum for core subjects and Tier III materials for intervention, aligned closely with the initial plan. Annual reviews were conducted to identify gaps.

Professional Development: Extensive PD was rolled out as planned, including iReady integration, High School Math, and culturally responsive practices. However, the uptake and consistent application of PD learnings in classrooms were less uniform than anticipated, requiring additional follow-up sessions.

Chromebooks Deployment: All students received Chromebooks. Regular maintenance faced initial hiccups with tech support response times but eventually stabilized.

Collaborative Planning: Scheduled collaborative planning was effective in some departments but inconsistent in others, particularly in larger teams where aligning schedules proved challenging.

Student Support Structures: The afterschool program was expanded successfully, but integrating Tier II and III interventions during school hours needed clearer alignment with the regular school schedule to avoid conflicts.

Support for Vulnerable Students: Training for staff on EL strategies and Designated ELD was implemented, but identifying and tracking progress of English Learners required more systematic efforts than initially expected.

Challenges

PD Implementation Consistency: Despite robust PD offerings, applying new strategies consistently across classrooms proved challenging, necessitating additional coaching.

Tech Support Delays: Initial delays in tech support for Chromebooks disrupted the planned regular access to digital learning resources.

Collaborative Planning Limitations: Aligning time for collaborative planning across different departments was more complex than anticipated, affecting the uniformity of curriculum implementation.

Successes

Curriculum Alignment and Updates: The swift and effective update and purchase of curriculum resources ensured no significant gaps in student learning materials.

Student Device Access: Achieving a 1:1 student-to-device ratio significantly enhanced access to digital learning, contributing positively to regular content engagement.

Afterschool Program Expansion: The extended afterschool program provided crucial additional support, particularly benefiting English Learners and Students with Disabilities by offering targeted interventions.

Overall Impact on LCAP Goals

The actions taken substantially addressed the urgent needs highlighted by the California School Dashboard indicators, particularly for English Learners and Students with Disabilities. While some challenges in implementation affected the pace and uniformity of progress, the overall strategic direction and resource allocation were well-aligned with our LCAP goals. Adjustments to PD delivery and planning structures are planned to enhance future effectiveness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budget variance due to open Specialty Teacher position that will be filled in 2026

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overview of Actions and Goals

The actions undertaken were primarily focused on improving instructional quality and accessibility, enhancing technological integration, and providing targeted support for vulnerable student groups, particularly English Learners and Students with Disabilities. These actions were geared toward closing achievement gaps as indicated by the California School Dashboard.

Effectiveness of Specific Actions

Curriculum Purchases and Updates

Effectiveness: Highly effective. The acquisition and implementation of updated, standards-aligned curriculum materials for core subjects and supplemental intervention supports directly contributed to maintaining curriculum relevancy and alignment with state standards. This action likely supported improvements in student performance in these areas.

Metrics: Improvement in curriculum relevancy scores, teacher feedback on material adequacy, and initial signs of improvement in student performance in core subjects.

Professional Development Initiatives

Effectiveness: Moderately effective. While professional development sessions on various subjects, including iReady, culturally responsive practices, and new curriculum piloting, were well-received, the consistent application of these strategies in classrooms varied. This inconsistency suggests that while PD was successful in content delivery, its application in practice was less effective.

Metrics: Participant satisfaction rates, follow-up surveys indicating inconsistent application of learned strategies, classroom observation reports.

Technology Enhancement through Chromebooks

Effectiveness: Effective. Providing a 1:1 Chromebook ratio ensured that all students had access to digital learning tools, facilitating regular engagement with grade-level content. This action effectively enhanced the technological resources available to students.

Metrics: Increased student engagement with digital platforms, decrease in reported issues over time after initial tech support challenges.

Collaborative Planning Time

Effectiveness: Moderately effective. The implementation of structured collaborative planning time aided some departments more than others, highlighting a disparity in effectiveness based on department size and scheduling flexibility.

Metrics: Feedback from teachers on the utility of planning time, uneven implementation across departments.

Afterschool and Intervention Programs

Effectiveness: Highly effective. Expanded afterschool programming and aligned intervention schedules provided necessary academic support, particularly benefiting targeted groups like English Learners and Students with Disabilities.

Metrics: Attendance rates in afterschool programs, improvement in intervention outcomes, teacher and student feedback.

Support and Training for English Learners

Effectiveness: Moderately effective. Although training and support systems were put in place, the system for monitoring and integrating English Learners faced challenges, indicating a need for more refined tracking and support mechanisms.

Metrics: Progress monitoring of English Learners, delays in Designated ELD placement, and ELPAC scores.

Barriers and Ineffectiveness

PD Application Consistency: The main barrier was the lack of a consistent mechanism to ensure the application of learned PD strategies across all classrooms. This required additional follow-up and coaching, indicating a gap between knowledge acquisition and practical application.

Tech Support Initial Delays: Early delays in technology support hindered the full utilization of Chromebooks, affecting the initial effectiveness of this action.

Planning Time Alignment: Difficulty in scheduling effective collaborative planning time across different departments highlighted the need for more flexible or varied approaches to collaborative planning.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Utilizing Data for Informed Adjustments

Data from the California School Dashboard, along with feedback from local assessments, teacher observations, and technology usage reports, have provided a clear picture of where adjustments are necessary. These insights help pinpoint areas of strength and highlight opportunities for improvement, guiding strategic adjustments to better meet the needs of all students, particularly our vulnerable groups.

Planned Adjustments and Strategy Improvements

Enhanced PD Application and Follow-Up

Adjustment: To address the gap between PD content delivery and classroom implementation, we plan to introduce more structured follow-up mechanisms. This will include regular classroom observations and feedback sessions shortly after PD events, along with the establishment of a mentorship program where experienced teachers can guide less experienced ones in applying new strategies.

Reasoning: Data indicated that while teachers are receiving the training, consistent application in the classroom remains a challenge. The additional follow-up and support should bridge this gap.

Refinement of Tech Support Processes

Adjustment: We will streamline the tech support process by establishing a clearer protocol for addressing issues and by training additional staff members to handle common problems. This will reduce downtime and ensure more consistent use of technology in classrooms.

Reasoning: Initial tech support challenges impacted the effective use of Chromebooks. Faster and more efficient resolution processes are needed to maintain the integrity of our 1:1 device initiative.

More Flexible Collaborative Planning Time

Adjustment: Planning time schedules will be made more flexible, with options for departments to choose times that best fit their specific needs. Additionally, virtual collaborative tools will be introduced to facilitate planning outside of scheduled hours.

Reasoning: Difficulty in aligning collaborative planning times across departments has been a barrier, as indicated by teacher feedback. More flexible and accessible planning options should encourage better participation and effectiveness.

Systematic Tracking and Support for English Learners

Adjustment: A new tracking system will be developed to monitor the progress and placement of English Learners more efficiently. This system will integrate with existing platforms to provide real-time data to teachers and support staff.

Reasoning: Current delays and inconsistencies in tracking and supporting English Learners were identified as hindrances to effective intervention. Improved systems will ensure timely and targeted support.

Expanding Afterschool and Intervention Alignment

Adjustment: We will review and realign our afterschool and intervention schedules to better match the in-school timetable, ensuring that interventions are seamlessly integrated into the regular school day without conflicts.

Reasoning: Misalignments between in-school intervention blocks and afterschool programs have been noted as a logistical challenge, impacting the effectiveness of these supports.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------|--|--------------|--------------|
| 1.1 | Grade Level Curriculum | <p>Purchase needed curriculum replacements to ensure that all core subjects have standards-aligned and board-approved curriculum, with annual reviews to identify any gaps or areas for updates.</p> <p>Purchase additional Tier III supplemental instructional materials for intervention support aligned to the Science of Reading, integrate data-driven monitoring of student progress to inform adjustments to instruction.</p> <p>Provide professional development for continued curriculum implementation (iReady, piloting curriculum for HS Math, Spanish and MS History), including follow-up workshops or coaching sessions to address teacher needs and implementation consistency.</p> <p>Purchase Chromebooks so that all students have devices (1:1) and access to regular grade-level content practice experiences, with regular maintenance and tech support provided to ensure consistent functionality.</p> | \$307,272.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------|--|----------------|--------------|
| | | <p>Purchase personalized instruction curriculum (iReady) and regularly review assessment data to gauge effectiveness and adjust instructional strategies as necessary.</p> <p>Provide grade level and content planning time for lesson planning, unit development, and data analysis, with scheduled collaborative planning meetings focused on identifying student needs and sharing instructional strategies.</p> <p>On-going analysis of curriculum with the Regional Instructional Team (implementation and access) in accordance with the Williams Act Requirements for textbooks and curriculum, incorporating feedback loops to address teacher and student concerns.</p> <p>The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners and Students with Disabilities in SBAC ELA and Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.</p> | | |
| 1.2 | Instruction | <p>Provide on-going comprehensive professional development for various stakeholder groups aligned to instructional program, strategies and culturally relevant pedagogy and practice, with differentiated tracks for foundational literacy, numeracy, and culturally responsive practices to address varying teacher expertise.</p> <p>Provide access to on-going comprehensive professional development on strategies for foundational literacy, foundational numeracy, and culturally relevant and linguistically responsive teaching (Science of Reading, etc.), including targeted coaching for numeracy based on performance data and classroom observations.</p> <p>Utilize updated ASLF framework as a coaching tool that has integrated Culturally Responsive Teaching Strategies to the Culture of Learning and</p> | \$1,012,088.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|--|----------------|--------------|
| | | <p>Essential Content domains, with expanded training sessions to ensure consistent understanding and implementation across sites.</p> <p>Build capacity of stakeholders by establishing a shared understanding of culturally relevant pedagogy and practice and its connection to critical literacy and liberatory education, leveraging peer-led PD sessions to share best practices.</p> | | |
| 1.3 | Academic Program (Master Scheduling) | <p>Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts with the necessary allotted minutes for core content areas, with prioritized intervention blocks for English Learners and Students with Disabilities based on recent performance data, ensuring targeted in-school support.</p> <p>Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills), with expanded small-group instruction and realignment of Tier II and Tier III interventions to in-school schedules as needed.</p> | \$2,226,756.00 | No |
| 1.4 | MLL | <p>Because our English learners are experiencing low growth in ELA (red on the California dashboard), we will provide onboarding training sessions for new teachers of Designated ELD to be familiar with the Designated ELD curriculum. Conduct follow-up training and classroom observations to address implementation gaps.</p> <p>Ensure instructional staff to know all English Learners by their MLL indicator (SIFE, M0, N1, N2, N3, At-risk LTEL, LTEL). Integrate this knowledge into lesson planning and assessments with ongoing monitoring.</p> | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|----------------|--------------|
| | | <p>Provide specific training on strategies for Integrated EL support, focusing on differentiated instruction and assessments, to enhance their learning experience. Include a mid-year review of PD implementation through targeted classroom walkthroughs.</p> <p>Develop and keep record of systematic opportunities for observation and feedback of PD-implemented instructional strategies. Ensure timely feedback to teachers and follow-up coaching when needed.</p> <p>Develop and maintain system to ensure newly enrolled English Learners are identified and placed into Designated ELD within 30 days of enrollment.</p> <p>Meet or exceed 95% completion on the Summative ELPAC.</p> <p>Provide all state-required communication to families and keep a copy of each communication in each student's cume file.</p> <p>Ensure all student records are up-to-date in both PowerSchool and students' cume file.</p> <p>Ensure all eligible students for reclassification are identified and reclassified prior to Summative ELPAC testing. Provide teachers with real-time reclassification data and support for targeted intervention.</p> <p>Contract with sub agencies to train and administer ELPAC testing.</p> <p>Host RFEP celebrations.</p> | | |
| 1.5 | SPED | <p>Education Specialists are observed and given feedback (approx every 2 weeks)</p> <p>Education Specialists are included in all curriculum professional training to support with co-teaching</p> <p>Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and</p> | \$1,058,381.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------|---|-------------|--------------|
| | | <p>Universal Design for Learning</p> <p>Ensure classroom General Education and Education Specialist co-teachers have regular shared planning time to support co-teaching</p> <p>With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment</p> | | |
| 1.6 | Black Excellence | <p>Implement the use of culturally relevant literature and other instructional materials to support an interdisciplinary approach to Pro-Black Programming. Prioritize literature selection and integration within the next quarter, ensuring timely implementation.</p> <p>Explicitly teaching Black History beyond the surface approach throughout the academic year. Provide immediate professional development sessions to support robust instruction starting mid-year.</p> <p>Provide access to on-going comprehensive professional development designed and led by the Regional Instructional Team on Microaggressions: Beliefs, Attitudes and Perceptions that Impact Learning for Black Students. Track participation and effectiveness through post-session feedback and impact on classroom climate.</p> <p>Conduct quarterly learning walks to review the instructional program with a specific focus on Black student academic achievement (inclusive of SEL work) and ensure subgroup-specific findings inform targeted interventions.</p> <p>Start a Black Student Union (BSU) with a focus on early engagement efforts to secure student participation.</p> <p>Continue our Black Family Advisory Council to get input on our school community.</p> | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|--|--------------|--------------|
| 1.7 | Personalized Learning (students) | Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans. | \$0.00 | No |
| 1.8 | Title I | <p>To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions:</p> <p>Instructional School Site Coach</p> <p>This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.</p> | \$101,335.00 | No |
| 1.10 | | | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | Aspire scholars and staff are empowered to cultivate communities that foster inclusive, affirming, joyful, and safe learning environments. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In alignment with Aspires Core Values—joy, well-being, agency, belonging, and community partnership—our region has crafted a graduate profile to inspire and guide our students and educators in Aspire Central Valley. Our aim is to empower them, not just academically but also personally, fostering a culture where everyone can thrive and contribute positively. We are excited to introduce a new social-emotional curriculum, set to unfold over the next three years. Designed to be culturally responsive, it equips our community with the tools to foster empathy and trust. Our commitment to the 'Empowered' goal is a pledge to create a nurturing space where all individuals can excel and support the broader community's well-being. We will track our journey towards this vision, using surveys and data on attendance, discipline, and school climate, to ensure a healthy, inclusive, and vibrant educational environment.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|---|----------------|---|---|
| 2.1 | Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey) | 2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 40% Teacher-student relationships: Grades 6-12: 61% | 2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 41% Teacher-student relationships: Grades 6-12: 50% School Safety: Grades 6-12: 57% | | 2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 60% Teacher-student relationships: | Sense of Belonging (Grades 6-12): +1.00% Teacher-Student Relationships (Grades 6-12): -11.00% School Safety (Grades 6-12): +5.00% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|---|--|
| | | School Safety: Grades 6-12: 52% | | | Grades 6-12: 81% School Safety: Grades 6-12: 72% | |
| 2.2 | Student Suspension Rates as a Percentage (CA School Dashboard) | 2022-2023 Suspension Rate All Students: 13.9% African American/Black: 19.6% Hispanic/Latinx: 10.3% English Learners: 10.7% Socioeconomically Disadvantaged: 13.7% Students with Disabilities: 16.7% | 2023-2024 Suspension Rate All Students: 11.00% Black/African American: 18.30% Asian: 6.70% Hispanic: 7.90% Multiple Races/Two or More: 15.80% Students with Disabilities: 15.00% English Learner: 8.60% Long-Term English Learner: 8.00% Socioeconomically Disadvantaged: 11.80% | | 2025-2026 Suspension Rate All Students: 7.9% African American/Black: 13.6% Hispanic/Latinx: 4.3% English Learners: 4.7% Socioeconomically Disadvantaged: 7.7% Students with Disabilities: 10.7% | All Students: -2.9% Black/African American: -1.3% Hispanic/Latinx: -2.4% English Learners: -2.1% Socioeconomically Disadvantaged: -1.9% Students with Disabilities: -1.7% |
| 2.3 | Chronic Absenteeism (CA School Dashboard) | 2022-2023 Chronic Absenteeism Rate All: 44.30% African American/Black: 52.00% Hispanic/Latinx: 44.40% | 2023-2024 Chronic Absenteeism Rate All Students: 28.00% English Learner: 30.80% | | 2025-2026 Chronic Absenteeism Rate All: 31.20% African American/Black: 32.00% | All Students: -16.30% Black/African American: -19.30% Hispanic/Latinx: -18.40% English Learners: -5.20% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|--|----------------|--|--|
| | | English Learners: 36.00% Socioeconomically disadvantaged: 45.60% Students with Disabilities: 55.60% | Long-Term English Learner: 36.80% Socioeconomically Disadvantaged: 29.30% Black/African American: 32.70% Hispanic: 26.00% Multiple Races/Two or More: 18.20% Students with Disabilities: 36.70% | | Hispanic/Latinx: 32.10% English Learners: 24.30% Socioeconomically disadvantaged: 32.60% Students with Disabilities: 30.10% | Socioeconomically Disadvantaged: -16.30% Students with Disabilities: -18.90% |
| 2.4 | Efforts we make to seek parent input. (Aspire Family Survey) | 2023-2024 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 20% responded favorably | 2024-2025 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 12% responded favorably | | 2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 45% responded favorably | Barriers to Engagement: No Change Family Engagement: -8.00% |
| 2.5 | Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)) | 2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 | 2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 | | 2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher | Supporting Principals and Staff in Family Engagement: +1 (increase) Empowering Families in Decision-Making: +1 (increase) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|--|--|
| | | Collaborative Family Engagement Planning: 2 | Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4 | | | Inclusive Family Input Opportunities: +1 (increase) Collaborative Family Engagement Planning: +2 (increase) |
| 2.6 | School Attendance Rate (P2, PowerSchool) | 2023-2024 P2 Attendance Rate 91.74% | 2024-2025 P2 Attendance Rate 94.42% | | 2026-2027 Attendance Rate (P2) 95.1% or higher | Increased 2.68% |
| 2.7 | Pupil Expulsion Rates (Data Quest) | 2023-2024 Expulsion Rate 0% | 2023-2024 Pupil Expulsion Rate 0 % | | 2026-2027 Expulsion Rate 0% | No Change |
| 2.8 | Surveys of parents to measure safety and school connectedness (Aspire Family Survey) | 2023-2024 Aspire Family Survey 79% responded favorably "The school provides a safe environment for my child." 79% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff." | 2024-2025 Aspire Family Survey 73% responded favorably: "The school provides a safe environment for my child." 79% responded favorably: "I feel comfortable discussing my | | 2026-2027 Aspire Family Survey 85% responded favorably "The school provides a safe environment for my child." 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their | The school provides a safe environment for my child: -6.00% I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff: No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--------------------------------|--|----------------|--|----------------------------------|
| | | | child(ren)'s needs with their teacher(s) and/or other school staff." | | teacher(s) and/or other school staff." | |
| 2.9 | School Facilities in Good Repair (SARC) | 2022-2023 Overall Rating: Good | 2023-2024 Overall Rating: Good | | 2025-2026 Overall Rating: Good | No Change |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

As an LEA committed to fostering an inclusive, supportive, and effective educational environment, we recognize the importance of strategic initiatives that address both compliance with regulatory requirements and the holistic needs of our students. In the past academic year, we embarked on an ambitious plan to not only meet the mandates of the Williams Act but also to enhance our school's educational climate through targeted actions aimed at improving attendance, integrating Social Emotional Learning (SEL), and increasing family engagement.

These initiatives were developed with the dual goals of ensuring that every student has access to a safe and supportive learning environment and that our educational practices promote both academic success and emotional well-being. By focusing on areas such as attendance monitoring, SEL curriculum integration, and robust family communication, we aimed to create a cohesive strategy that supports all students, particularly those from vulnerable subgroups.

Our approach was designed to be comprehensive, involving multiple stakeholders within the school community. From administrative staff to teachers, and extending to the families of our students, everyone had a role to play in the successful implementation of these initiatives. This report provides an overview of how these planned actions were carried out, highlights any significant differences between what was planned and what actually occurred, and discusses the challenges and successes we experienced.

By sharing this information, we hope to offer insight into the practical aspects of our strategies and the impactful outcomes that have started to shape a more positive school culture. This narrative aims to transparently communicate our journey, reflecting both our achievements and the areas where we continue to seek improvement.

Overview of Planned Actions

To enhance the educational environment and ensure compliance with state and federal regulations, our school embarked on a comprehensive plan encompassing various strategic actions:

Weekly Reviews of Attendance Data: The attendance team was tasked with conducting weekly reviews, focusing on subgroups such as English Learners (ELs), McKinney-Vento, Foster Youth, and low-income students.

Increased Family Communication: Implement a more aggressive approach to manage absences, including personal outreach and home visits for students with chronic absenteeism.

Attendance Incentive Programs: Establish school-wide programs to reward regular attendance.

Early Family Education on Attendance: Educate families, especially those with TK-2 grade students, about the importance of regular attendance through monthly reminders.

Continuous Updates in PowerSchool: Keep the Special Programs section in PowerSchool updated to reflect real-time data.

Engagement in Attendance Protocols: Inform and involve families in understanding the importance of attendance through various communication strategies.

SEL Curriculum Acquisition and Implementation: Purchase and ensure the effective use of specified SEL curriculum.

Learning Walks and Fidelity Checks: Conduct regular checks to monitor the implementation of the SEL curriculum.

Training on SEL Competencies: Provide comprehensive training for staff on SEL competencies.

Visible Learning Targets: Display learning targets related to SEL prominently in all classrooms.

MTSS Universal Programs/Practices: Supply teachers with the necessary curriculum materials and resources.

Data-Informed SEL Adjustments: Utilize Panorama data to review and refine SEL curriculum units.

Actual Implementation and Variances

Attendance Data Review and Family Communication: Implemented as planned; however, the scale of outreach needed adjustment as the response required more resources than initially anticipated.

Incentive Programs and Family Education: Both initiatives saw high engagement levels, though the clarity of communication regarding the incentives needed enhancement to ensure understanding across all family demographics.

PowerSchool Updates and Family Engagement: Continuous updates were effective, but engaging families required ongoing efforts and adjustments in communication strategies to increase participation.

SEL Curriculum and Training: The purchase and rollout of the SEL curriculum were successful. Training sessions were well-received, although some staff needed additional support to fully integrate SEL practices into their daily teaching routines.

Learning Walks, Visibility of Targets, and MTSS Practices: Learning walks highlighted areas for improvement in SEL implementation, leading to more targeted training. The visibility of learning targets was achieved with varying success, prompting a review of classroom setup practices.

Challenges

Resource Allocation: The extensive family outreach and chronic absenteeism management required more personnel and financial resources than initially planned.

Staff Training and Adoption: Ensuring that all staff members were proficient in the new SEL practices and technologies introduced some delays.

Communication Effectiveness: While efforts to enhance communication were generally successful, reaching some family groups proved challenging, necessitating repeated adjustments to strategies.

Successes

Improved Attendance: The focused attention on attendance has led to noticeable improvements, particularly among targeted subgroups.

SEL Integration: The successful integration of the SEL curriculum has begun to positively affect the school climate and student interactions. Community and Family Engagement: Increased efforts to engage families have fostered a greater community connection and enhanced the overall educational environment.

Conclusion

The implementation of our strategic actions, while challenging, has significantly moved us toward our goals of improving attendance, integrating SEL effectively, and enhancing family engagement. Continued adjustments to resource allocation, training methods, and communication strategies will be essential to building on the current successes and addressing ongoing challenges.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Variance due to removal of unfilled campus monitor position and reduced rates for custodial services

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Assessment of Effectiveness of Specific Actions

1. Weekly Reviews of Attendance Data and Increased Family Communication

Goal: Improve attendance rates, particularly among subgroups including ELs, McKinney-Vento, Foster Youth, and low-income students.

Effectiveness: These actions have been moderately effective. The weekly reviews allowed for timely identification of attendance issues, and increased family communication initially saw improved attendance rates in the targeted subgroups. However, the effectiveness was somewhat inconsistent across different subgroups. Chronic absenteeism remained a challenge, indicating that while the approach was effective in raising awareness and initial engagement, sustaining long-term attendance improvements requires additional strategies.

Barriers: The main barrier was the resource intensity of personal outreach and home visits, which proved unsustainable with existing staff levels and funding. Additionally, some families remained hard to reach due to varying communication preferences and availability.

2. Implementation of School-Wide Attendance Incentive Programs

Goal: Foster a positive school culture that encourages regular attendance.

Effectiveness: This action has been effective. The incentive programs led to a noticeable increase in student engagement with school activities and a positive shift in attendance patterns. The clear and tangible rewards motivated students to attend regularly, contributing to a healthier school culture around attendance.

Barriers: The challenge was ensuring that the incentives were appealing and accessible to all students, regardless of their background or personal circumstances. There was also the need to continuously fund and creatively refresh the incentive offerings to maintain student interest.

3. SEL Curriculum Acquisition and Implementation

Goal: Integrate SEL into the school curriculum to enhance student emotional and social skills.

Effectiveness: Highly effective. The SEL curriculum has been successfully integrated into classrooms and has had a positive impact on student behavior and engagement. Teachers reported improvements in student interactions and a more supportive classroom environment, which aligns with the goal of enhancing emotional and social learning.

Barriers: Initial hurdles included a lack of familiarity with SEL concepts among some teachers, requiring additional training and support. There was also the need for ongoing adjustments to the curriculum based on classroom dynamics and feedback from the learning walks.

4. Professional Development on SEL Competencies and Learning Walks

Goal: Equip teachers with the necessary skills to implement SEL effectively and ensure fidelity to the SEL curriculum.

Effectiveness: Moderately effective. The professional development sessions provided teachers with the tools and knowledge needed to begin integrating SEL into their teaching practices. However, the learning walks indicated that the application of these competencies was not always consistent across classrooms.

Barriers: The primary barrier was the variance in teachers' comfort levels and skill sets with SEL, which affected the uniformity of implementation. Additionally, scheduling conflicts sometimes limited the availability of staff for training sessions and reduced the frequency of learning walks.

5. Engagement in Attendance Protocols and Family Education

Goal: Increase family engagement and education on the importance of regular attendance.

Effectiveness: This action was effective in enhancing communication with families and educating them about the importance of attendance. Families reported a better understanding of school attendance policies and the critical role regular attendance plays in academic success.

Barriers: Some families were harder to engage due to language barriers, work schedules, and other socioeconomic factors. Ongoing efforts to reach these families were necessary, requiring diversified communication strategies and more culturally responsive approaches.

Conclusion

Overall, the specific actions taken by the school have been effective to varying degrees in achieving the established goals. While there have been significant successes, particularly with the SEL curriculum and attendance incentives, some actions revealed the need for more sustained efforts and resource allocation to overcome barriers. Continuous evaluation and adaptation of these strategies will be essential to build on the successes and address areas of ineffectiveness more effectively.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Adjustments & Next Steps

Based on the review of the effectiveness of our current strategies and the insights gained from the Dashboard and other local data sources, several adjustments have been identified to enhance our approaches moving forward:

1. Enhancing Family Communication and Outreach

Adjustment: We observed that despite increased family communication efforts, some groups remained hard to reach. To address this, we will implement a multilingual communication strategy that includes texts, emails, and phone calls in the primary languages spoken at home.

Additionally, we will partner with local community organizations that families are already engaged with to disseminate information and gather feedback.

Next Steps:

Develop a partnership framework with community organizations by the end of the next quarter.

Train staff on cultural competency to improve engagement with diverse family groups.

2. Sustaining Interest in Attendance Incentive Programs

Adjustment: Although effective, interest in the incentive programs began to wane as the novelty wore off. To keep the programs engaging, we will involve students and parents in the planning process to ensure that the incentives are desirable and relevant.

Next Steps:

Conduct a survey by the end of the current semester to gather input on preferred types of incentives.

Revise the incentive program based on survey results and pilot new incentives in the following semester.

3. Consistency in SEL Implementation

Adjustment: Data from learning walks showed variability in how SEL was being integrated across classrooms. To achieve more consistent implementation, we will increase the frequency and focus of professional development sessions on SEL. Additionally, we will establish a mentorship program where teachers who excel in SEL practices can support their peers.

Next Steps:

Schedule monthly SEL-focused PD sessions starting next month.

Identify and train SEL mentor teachers by the start of the next school year.

4. Improving Professional Development Impact

Adjustment: Feedback and data indicate that while PD sessions on SEL and other competencies were valuable, the application was inconsistent. We will introduce more hands-on, practical training sessions that include role-playing and scenario-based learning to improve the practical application of learned skills.

Next Steps:

Revamp the PD curriculum to include more interactive and practical exercises.

Implement a follow-up and feedback mechanism to assess the application of PD learnings in the classroom.

5. Increasing Engagement in Family Education Programs

Adjustment: Family education programs have been effective but reaching all demographic groups remains a challenge. We will enhance these efforts by scheduling meetings at various times and virtual options to accommodate different schedules. Additionally, we'll use data to identify the least engaged groups and develop targeted strategies to increase their participation.

Next Steps:

Launch flexible scheduling options for family education programs in the next academic term.

Analyze engagement data to identify and target low-engagement groups with specific outreach strategies.

These adjustments and next steps are designed to refine our existing strategies based on the feedback and data collected, ensuring that we continue to make progress towards our educational goals and better serve our student and family communities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------|--|--------------|--------------|
| 2.1 | Attendance and Enrollment | <p>Data Reviews: The attendance team successfully held weekly data reviews, effectively targeting the specified subgroups. This regular analysis helped in identifying trends and areas needing immediate intervention.</p> <p>Family Communication: Personal communication for each absence was initially challenging due to staffing limitations, but improvements were made by increasing the staffing resources allocated to this task. Home visits were conducted for students with significant absentee rates, which helped in understanding the underlying causes of chronic absenteeism.</p> <p>Incentive Programs: The implementation of incentive programs like perfect attendance certificates and grade-level competitions proved effective. However, ensuring fairness and consistent recognition across all grades required ongoing adjustments.</p> <p>Special Programs Monitoring: Updating the Special Programs status in PowerSchool was streamlined by implementing a more robust tracking system, ensuring that all McKinney-Vento and Foster Youth students were accurately recognized and supported.</p> | \$224,836.00 | Yes |
| 2.2 | SEL | <p>Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum (Refer to CV Curriculum Overview 24-5 for curriculum and costs)</p> <p>Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day.</p> <p>Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies.</p> <p>Train and develop all teammates on SEL competencies from CDE.</p> <p>Have learning targets specific to SEL visibly posted.</p> <p>MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers.</p> | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| | | <p>Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective.</p> <p>Antiracist / Restorative Culture: Start student leadership clubs: service crew, environment crew, safety crew, den meetings *cross grade level groups.</p> <p>Attendance: Continue monthly family education experiences where students teach family members about our SEL skills and practices *see this CASEL family engagement PD workshop series in Spanish & English</p> <p>The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for All students in suspension. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.</p> | | |
| 2.3 | Family and Community Engagement & Outreach | <p>Hold quarterly family engagement events (ex: “Lunch with a Loved One” or donuts with dads, muffins with mom, etc.) Inviting families to eat lunch with their children.</p> <p>Hold monthly SSC/ELAC meetings where each meeting includes student performances, food, childcare, translation, and door prizes.</p> <p>Create Black Family Advisory group for family members of black students to provide input on our school culture and climate.</p> <p>Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school.</p> <p>Identify a person or team that will establish meaningful school partnership.</p> <p>Stronger Connections Grant: Hire a school social worker to support with attendance team and conduct home visits. Hire a family support manager to work in collaboration with families to support school-wide attendance efforts.</p> | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 2.4 | School Climate | <p>Provide staff training on Powerschool Incident</p> <p>Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior)</p> <p>Establish a school Equity Leadership Team (ELT) that will serve as their PBIS team.</p> <p>Continue using PBIS System/Merit Point System/Live School to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise school-wide behavior management handbook to include positive reinforcements and major/minor incidents in support of the new Powerschool incident management system.</p> <p>Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program</p> <p>Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices.</p> <p>Provide school-wide Professional Development on CPI and de-escalation techniques.</p> <p>Ensure all teammates have attended Restorative Practice training.</p> <p>Educator retention & development: Scope & Sequence (reference this scope & sequence or check out SEL One-Stop-Shop) centering and integrating Adult SEL in PD, including regular CREW meetings and regularly embedding foundational SEL learnings in PDs/coaching</p> | \$0.00 | No |
| 2.5 | Classroom Facilities, and Student Physical Spaces | <p>In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility.</p> <p>Inspection Tool (FIT) School Ratings are at least "Good".</p> <p>Annually train all teammates on the school comprehensive safety plan</p> <p>Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchors charts, etc)</p> | \$169,129.00 | Yes |
| 2.6 | Regular Coaching (using ASLF & TLF) | Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost) | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals</p> <p>All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan</p> <p>Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates.</p> <p>Create a weekly admin learning walk with a focus on school-wide priorities and share with teammates through weekly newsletters or team meetings.</p> <p>Begin to have lead teachers engage in learning walks and coach teachers on their team.</p> <p>Have teachers join weekly admin learning walks to create school alignment with school priorities.</p> | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | Aspire scholars and staff engage in meaningful work that is rigorous, culturally relevant, and engaging through real-world experiences to demonstrate opportunities that transform future possibilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our goal is to transcend traditional education by offering real-world opportunities to both students and staff. With programs like Early College High School and project-based learning, we aim to highlight the diverse talents and abilities within our community. We're committed to empowering our community by integrating real-world experiences that not only enhance academic performance but also equip individuals with vital life and career skills. As we transition to innovative, student-centered learning, we will support our educators in updating their teaching methods, ensuring they lead in educational innovation. In championing innovation, fostering teamwork, and empowering our community, we are dedicated to unlocking new possibilities for everyone in the Aspire community.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|--------------------------------------|----------------|--------------------------------------|---|
| 3.1 | Teacher Credentials (SARC) | 2021-2022 66.11% Fully Credentialed | 2022-23 53.57% Fully Credentialed | | 2025-2026 100% Fully Credentialed | Decreased by 12.54% |
| 3.2 | Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey) | 2023-2024 Aspire Teammate Survey School Climate: 89% responded favorably | 2024-2025 Aspire Teammate Survey | | 2026-2027 Aspire Teammate Survey | School Climate: +3.00% Belonging: +7.00% Well-being: -2.00% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------------------------|---|--|----------------|--|---|
| | | <p>Belonging: 78% responded favorably</p> <p>Well-being: 94% responded favorably</p> <p>Staff-Leadership Relationships: 94% responded favorably</p> <p>Cultural Awareness and Action: 37% responded favorably</p> | <p>School Climate: 92% responded favorably</p> <p>Belonging: 85% responded favorably</p> <p>Well-being: 92% responded favorably</p> <p>Staff-Leadership Relationships: 88% responded favorably</p> <p>Cultural Awareness and Action: 55% responded favorably</p> | | <p>School Climate: 95% responded favorably</p> <p>Belonging: 95% responded favorably</p> <p>Well-being: 95% responded favorably</p> <p>Staff-Leadership Relationships: 95% responded favorably</p> <p>Cultural Awareness and Action: 57% responded favorably</p> | <p>Staff-Leadership Relationships: -6.00%</p> <p>Cultural Awareness and Action: +18.00%</p> |
| 3.3 | Teammate Retention Rate (Data Portal) | <p>2023-2024 to 2024-2025 Retention Rate</p> <p>100%</p> | Retention Rate 100.00% | | <p>2026-2027 to 2027-2028 Retention</p> <p>Maintain 90% or higher</p> | Decreased by 0.00% |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Aspire Stockton Secondary Academy made steady progress in implementing the planned actions aligned to our strategic goal of fostering rigorous, culturally relevant, and engaging learning experiences, while also deepening family partnerships, staff development, and educator pipeline initiatives.

Planned Actions and Actual Implementation:

The school prioritized project-based learning across all grade levels, with teachers supported through internal planning time and regional protocols. Most grade levels completed at least one rigorous project with real-world relevance. However, the original plan to provide regular collaborative time for project internalization and analysis of student work was inconsistently implemented due to calendar constraints, staff absences, and other competing priorities.

Family engagement efforts were largely successful. We held two Student-Led Conferences (SLCs), one in the fall and one in the spring, and hosted a major family event, Fiesta Fest, which showcased student learning and involved community partners. We also brought in career and community guests twice as planned. While one Saturday School event was successfully executed in the fall, the second session scheduled for spring was canceled due to low projected attendance and calendar conflicts.

Staff development was implemented through fall Professional Learning Plan (PLP) meetings, during which all team members set individualized stretch goals aligned to their future career aspirations. School leaders participated in the National Equity Project's Leading for Equity series as planned. Staff were invited to participate in regional affinity groups, and while site-based affinity spaces were initiated, they did not develop into fully sustained groups due to limited facilitation resources and time.

To support credential compliance and pipeline development, monthly check-ins were held with any credential-misaligned teachers to track progress and provide guidance. The school successfully hosted one Alder Resident and two student teachers, just short of our goal to secure two Alder Residents, due to the unexpected withdrawal of a candidate mid-year.

Challenges:

Challenges across implementation included limited availability for collaborative planning time, difficulties securing substitute coverage for staff development, and logistical hurdles in launching affinity groups. The competitive nature of securing teacher residents and student teachers also presented limitations, as did external credentialing delays for teachers needing exam access or CTC support.

Successes:

Despite these challenges, Aspire Stockton saw many successes. Students engaged in meaningful, real-world learning experiences, family engagement was robust, and teacher stretch goals promoted professional reflection and growth. Administrator participation in equity-centered leadership development led to shifts in school-level systems and practices. Hosting teacher residents and student teachers helped build instructional capacity and contributed to the broader educator pipeline.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under this goal

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

In our ongoing pursuit to create an enriching and dynamic educational environment at Aspire, we have implemented a range of strategic actions aimed at engaging both our scholars and staff in meaningful and transformative educational experiences. These initiatives, designed to intertwine rigorous academic projects with real-world applications, seek to elevate the learning journey and prepare our students for future opportunities.

This document serves as a critical evaluation of these initiatives, assessing their effectiveness in achieving our articulated goals. We delve into each specific action, examining the extent to which they have met our expectations, identifying the barriers that have impeded their success, and highlighting the successes that have propelled us forward. This assessment is essential for understanding the impact of our efforts and for guiding our future strategies.

The goal of this evaluation is not only to gauge the progress we have made but also to pinpoint areas where improvements are necessary. By doing so, we can make informed decisions on how to better align our actions with our educational objectives, ensuring that we continue to provide a high-quality, relevant, and impactful education to all our students. Below, we detail the results of our initiatives, providing a clear and honest look at what has worked, what hasn't, and why.

Evaluation of the Effectiveness of Strategic Actions

1. Regular Project Planning and Internalization

Effectiveness: This action has proven to be highly effective. By providing regular dedicated time for project planning, teachers have developed more rigorous and culturally relevant projects that engage students deeply in their learning. The internalization sessions have helped teachers align their instructional practices more closely with the curriculum goals.

Barriers: Initially, scheduling these sessions without disrupting other academic activities was a challenge. It required adjustments in the overall school timetable to ensure that these planning periods did not conflict with essential teaching times.

2. Collaborative Assessment of Student Projects

Effectiveness: Moderately effective. The use of regional protocols for assessing student projects has standardized the evaluation process and provided valuable data on student learning. However, the effectiveness was tempered by a need for additional training for staff in data analysis and utilization of these protocols effectively.

Barriers: The primary barrier was the initial lack of expertise in handling and interpreting the data collected, which led to underutilization of valuable insights that could inform teaching practices and project adjustments.

3. Community and Career Engagement

Effectiveness: This initiative has been effective in bringing real-world relevance to the educational experiences of students. The biannual community and career days have been instrumental in exposing students to various career paths and practical applications of their learning.

Barriers: Coordinating these events required significant administrative effort and relied heavily on the availability and willingness of community members to participate, which sometimes led to fewer interactions than planned.

4. Student-Led Conferences (SLCs)

Effectiveness: This action has seen mixed effectiveness. While the SLCs have been successful in engaging students in their own learning processes, family attendance has not been as high as hoped, limiting the potential impact of these conferences.

Barriers: The major challenge has been in increasing family participation, particularly among demographics that traditionally have lower engagement in school activities. This has been due to various factors, including scheduling conflicts for families and a lack of understanding of the value of these conferences.

5. Professional Development and Career Support for Staff

Effectiveness: Highly effective. The focus on professional development through PLP meetings and targeted support for career goals has significantly enhanced staff satisfaction and retention. It has fostered a culture of continuous learning and professional growth among the staff.

Barriers: Some challenges included aligning professional development opportunities with the individual schedules of staff members and ensuring that these opportunities were equitable and accessible to all staff.

6. Participation in Affinity Groups and Equity Training

Effectiveness: Moderately effective. While all administrators attended the National Equity Project training, and affinity groups were started, the level of active engagement and the impact of these initiatives varied.

Barriers: The effectiveness of affinity groups was limited by varying levels of commitment and the challenge of integrating the insights gained from equity training into daily practices and policies at the school.

Conclusion

Overall, the strategic actions undertaken by the school have contributed positively towards achieving the goal of engaging scholars and staff in meaningful and rigorous work. While some initiatives have been highly successful, others have faced challenges that have affected their full potential impact. Moving forward, it will be important to address these barriers by improving family engagement strategies, enhancing staff training in data analysis, and ensuring more consistent participation in community and career engagement initiatives. Further adjustments and continuous monitoring will be essential to maintain progress and build on the successes achieved to date.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Adjustments & Next Steps – Goal 3: Rigorous, Culturally Relevant, and Real-World Learning

Based on our implementation review and effectiveness analysis, several key adjustments and next steps have been identified to improve our progress toward Goal 3. These adjustments are informed by teacher feedback, school-based data, and reflections on missed targets and partial implementation across actions.

Instructional Rigor & Project-Based Learning:

To strengthen project-based learning, we will build more intentional time into the instructional calendar for project planning, internalization, and reflection using regional protocols. This will include scheduled collaboration days per quarter for teachers to develop, analyze, and revise student projects. We will also collect and calibrate student work samples more regularly to ensure alignment with grade-level rigor and real-world relevance.

Data-Informed Adjustments:

Classroom observation data and internal academic performance data showed strong engagement during project-based units, but uneven levels of rigor and student understanding across content areas. Moving forward, we will use formative data from projects, presentations, and performance tasks as a way to monitor effectiveness and equity in student learning outcomes. This will be embedded into our ILT cycles.

Family & Community Engagement:

Building on the success of SLCs and Fiesta Fest, we will add a mid-year family engagement event to maintain connection and continuity throughout the year. To support stronger attendance and impact, Saturday School will be rebranded with clearer academic and enrichment objectives and promoted earlier in the semester. We will use feedback from family engagement surveys and participation data to guide scheduling and planning of future events.

Staff Development & Equity Work:

To ensure stretch goals in PLPs are actionable, we will introduce mid-year PLP check-ins and integrate them into existing coaching structures. We will also dedicate time during PD to highlight progress on staff goals and share practices. Affinity groups will be relaunched with trained facilitators and dedicated meeting time once per month to create consistency and sustainability. Regional support will be leveraged to co-facilitate initial sessions and model best practices.

Credentialing & Educator Pipeline:

Given the success of our check-in system, we will formalize it into a tracking tool aligned with HR timelines. To expand our teacher pipeline, we will increase outreach efforts to Alder and local universities earlier in the year and offer on-site information sessions for prospective candidates. Data from HR and credential audits will continue to guide early identification of misaligned placements so that interventions can occur proactively.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 3.1 | Rigorous Projects (Project-Based learning) | Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support. Provide regular time for rigorous project planning and Internalization. Create collaborative time to assess final student products for rigorous project and use protocols to look at the rigorous project data using regional provided protocols. | \$0.00 | No |
| 3.2 | Family Involvement and Community Outreach | Provide one Saturday school and one family engagement event each year Invite career & community members in twice a year Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress. | \$0.00 | No |
| 3.3 | Professional Learning (adults) | During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Ensure all teammates have ability to attend regional affinity groups. Ensure all admins attend National Equity Project: Leading for Equity Start/continue affinity groups at school sites. | \$0.00 | No |
| 3.4 | Teacher Credentialing | In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements. Work towards securing 1-2 Alder Residents and 2 student teachers each year | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|---|-------------|--------------|
| | | | | |
| 3.5 | College & Career Readiness (Early College HS, A-G Readiness) | <p>A key program strategy is to expand college and career readiness by providing students with the opportunity to complete at least nine units (three courses) of transferable general education coursework (some of which will also meet A-G requirements). One course will be from a 4 year university.</p> <p>Ensure scholars are given coursework to be/remain A-G eligible</p> <p>Ensure that all students needing Credit Recovery are taking at least one course per semester to recover any necessary units through partnerships, and in-person summer school options</p> <p>Schools provide financial literacy training for scholars using regional resources</p> | \$0.00 | No |
| 3.6 | Career pathways (HS only) | <p>Ensure all high school students (9-12) develop a Post Secondary Success Plan that includes their career, college, and community goals post-graduation, and connects with our graduate profile</p> <p>Develop a career pathway that includes three or more career industry-focused college/university courses equipping them with the exposure, knowledge, insight, and skills necessary to explore and prepare for future career pathways.</p> <p>Identify and develop school site career pathways, with a specific focus on the relationship between early college offerings and career pathways</p> <p>Ensure Master Schedule supports learning opportunities that lead to post-secondary pathway exploration and early college high school.</p> <p>Quarterly events for early college and career readiness/exposure (in the form of lessons, workshops, college and career fairs, and/or trips)</p> | \$0.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 4 | Ensure student access to targeted academic support and social-emotional resources to accelerate learning recovery and improve student outcomes for identified subgroups in areas identified by LREBG the needs assessment | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal to ensure that all students, particularly identified subgroups, have equitable access to targeted academic support and social-emotional resources. This goal addresses the learning recovery needs identified through the LREBG needs assessment, aiming to accelerate learning recovery and improve student outcomes by providing comprehensive support in areas most impacted by the pandemic.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------|---|---|----------------|--|--|
| 4.1 | SBAC ELA DFS | 2022-2023 SBAC ELA DFS All Students: -57.5 African American/Black: -86.0 English Learners: -68.1 Hispanic/Latinx: -52.5 Socioeconomically Disadvantaged: -61.5 Students with Disabilities: -162.5 | 2023-2024 SBAC ELA DFS All Students: -73 English Learner: -103.4 Long-Term English Learner: -147.6 Socioeconomically Disadvantaged: -78.4 Black/African American: -103.4 | | 2025-2026 SBAC ELA DFS All: -30.50 African American/Black: -59 English Learners: -41.10 Socioeconomically disadvantaged: -34.50 Hispanic/Latinx: -25.50 Students with Disabilities: -135.50 | All Students: -15.5 African American/Black: -17.4 English Learners: -35.3 Hispanic/Latinx: -16.1 Socioeconomically Disadvantaged: -16.9 Students with Disabilities: -12.3 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------|---|--|----------------|---|---|
| | | | Hispanic: -68.6 Students with Disabilities: -174.8 | | | |
| 4.2 | SBAC Math DFS | 2022-2023 SBAC Math DFS All Students: -113.8 African American/Black: -148.9 English Learners: -143.6 Hispanic/Latinx: -105.8 Socioeconomically Disadvantaged: -116.4 Students with Disabilities: -217.0 | 2023-2024 SBAC MATH DFS All Students: -124.1 English Learner: -141 Long-Term English Learner: -184.2 Socioeconomically Disadvantaged: -129.4 Black/African American: -145.9 Hispanic: -119.8 Students with Disabilities: -226.1 | | 2025-2026 SBAC Math DFS All: -104.80 African American/Black: -139.90 English Learners: -134.60 Socioeconomically disadvantaged: -107.40 Hispanic/Latinx: -96.80 Students with Disabilities: -208 | All Students: -10.3 African American/Black: -3.0 English Learners: -2.6 Hispanic/Latinx: -14.0 Socioeconomically Disadvantaged: -13.0 Students with Disabilities: -9.1 |

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A - New Goal & Action 2025-26

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A - New Goal & Action 2025-26

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A - New Goal & Action 2025-26

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A - New Goal & Action 2025-26

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| 4.1 | ELA | <p>Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data.</p> <p>Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools.</p> <p>Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools</p> <p>Family Engagement – Literacy workshops, take-home reading materials, and community partnerships.</p> <p>These evidence-based ELA interventions address the gaps identified in the needs assessment by:</p> <p>Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension.</p> <p>Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support.</p> <p>Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups.</p> | \$3,211.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school. The actions are aligned with the allowable use of funds by supporting the purchase of evidence-based literacy curriculum and materials grounded in the science of reading to improve early literacy outcomes. | | |
| 4.2 | Math | <p>Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics</p> <p>Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools.</p> <p>Culturally Responsive Instruction – Coaching and co-planning using The 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities.</p> <p>Family Engagement – Math workshops, take-home math activities, and community partnerships.</p> <p>These evidence-based ELA interventions address the gaps identified in the needs assessment by:</p> <p>Improving Math computation Skills – Small-group instruction and personalized math activities help struggling struggling scholars build math computation and application.</p> <p>Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support.</p> <p>Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups.</p> <p>Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school. The actions are aligned with the allowable use of funds by supporting the purchase of evidence-based literacy curriculum and materials grounded in the science of reading to improve early literacy outcomes.</p> | \$3,212.00 | No |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|--|
| \$1,609,307 | \$147,657 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 35.915% | 0.000% | \$0.00 | 35.915% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| 1.1 | <p>Action: Grade Level Curriculum</p> <p>Need: English Learners (ELs) and low-income students exhibit significant academic challenges as evidenced by their performance on the SBAC assessments. For English Learners, the SBAC ELA score slightly improved from -69.90 in 2021-2022 to -68.10 in 2022-2023, but the progress is minimal,</p> | The adoption of a grade-level curriculum designed to engage scholars is a strategic action addressing the significant needs highlighted by the iReady and MAP assessments, where 61% of the student population tested below grade level in English Language Arts (ELA) and 64% in math. This tailored curriculum supports the LCAP goal of preparing Aspire scholars and staff for career and college readiness through engaging, affirming, and meaningful, culturally responsive academic programming. The following outlines how this | Metric (1.1 & 1.2) SBAC |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| | <p>indicating a persistent gap in English language arts proficiency. In math, ELs improved from -151.80 to -143.60, showing some progress but still reflecting a substantial need for targeted academic support. Similarly, socioeconomically disadvantaged students showed improvement in their SBAC ELA scores, moving from -74.00 to -61.50, classified as Yellow, but their math scores remained relatively unchanged, moving only slightly from -119.70 to -116.40, which remains classified as Orange.</p> <p>Scope: LEA-wide</p> | <p>curriculum addresses these needs and the rationale for its implementation on an LEA-wide or schoolwide basis.</p> <p>Addressing Academic Needs Through Engagement: The curriculum's focus on engagement is crucial for addressing the specific academic challenges faced by students. Engaging scholars in the learning process increases their motivation, enhances understanding, and promotes a deeper connection with the material. By incorporating strategies that make learning activities relevant and interesting, the curriculum aims to bridge the gap for students who are currently performing below grade level in ELA and math. This approach is grounded in educational research suggesting that engagement is a key factor in academic achievement and can significantly impact students' ability to catch up to grade-level standards.</p> <p>Culturally Responsive Academic Programming: A core component of the curriculum is its emphasis on being culturally responsive. This means that the curriculum is designed to reflect and honor the diverse backgrounds of the student population. By integrating content that is affirming and meaningful to all scholars, the curriculum not only supports the development of a positive identity but also fosters a sense of belonging and engagement among students. Culturally responsive teaching practices have been shown to improve academic outcomes by making learning more accessible and relevant to students from various cultural backgrounds.</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
| | | <p>Supporting College and Career Readiness: The curriculum is structured to provide students with the skills and knowledge necessary for success beyond high school. This includes not only academic content knowledge but also critical thinking, problem-solving, and collaboration skills. By experiencing grade-level, rigorous coursework that is engaging and culturally responsive, students are better prepared for the demands of college and career pathways. The curriculum supports this goal by ensuring that all students, regardless of their current performance level, are challenged and supported to achieve their full potential.</p> <p>LEA-wide or Schoolwide Implementation Rationale: The decision to adopt this curriculum on an LEA-wide or schoolwide basis is driven by the widespread nature of the academic needs identified through the iReady and MAP assessments. Given that a significant proportion of the student population is performing below grade level in critical subject areas, a uniform approach ensures that all students benefit from a consistent, high-quality educational experience. This inclusive strategy allows for the pooling of resources, professional development, and support systems to maximize the curriculum's impact. Furthermore, schoolwide or LEA-wide implementation facilitates a unified approach to monitoring progress and making adjustments based on data and feedback, ensuring that the curriculum effectively addresses the needs of all scholars and aligns with the overarching LCAP goal of preparing students for future success.</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | | In summary, the grade-level curriculum focused on engagement and culturally responsive programming addresses the identified needs by fostering an inclusive, motivating, and rigorous learning environment. Its implementation across the LEA or school ensures that all scholars have access to educational opportunities that prepare them for academic advancement, college, and career readiness. | |
| 1.2 | <p>Action: Instruction</p> <p>Need: English Learners (ELs) and low-income students exhibit significant academic challenges as evidenced by their performance on the SBAC assessments. For English Learners, the SBAC ELA score slightly improved from -69.90 in 2021-2022 to -68.10 in 2022-2023, but the progress is minimal, indicating a persistent gap in English language arts proficiency. In math, ELs improved from -151.80 to -143.60, showing some progress but still reflecting a substantial need for targeted academic support. Similarly, socioeconomically disadvantaged students showed improvement in their SBAC ELA scores, moving from -74.00 to -61.50, classified as Yellow, but their math scores remained relatively unchanged, moving only slightly from -119.70 to -116.40, which remains classified as Orange.</p> <p>Scope:</p> | The action to provide regular time for data discussions to guide Tier 1 instruction, combined with weekly observations by the leadership team and the clear communication of learning targets, directly addresses the academic needs of ELs and low-income students by enhancing instructional quality and responsiveness. Allocating regular time for data discussions through shared preps, release days with substitutes, or protected time on early release days ensures that teachers have dedicated time to analyze Common Formative Assessments (CFAs) and interim assessment data. This practice allows teachers to identify specific areas where ELs and low-income students are struggling and adjust instruction to address these gaps. By focusing on data-driven instruction, teachers can implement targeted strategies to improve ELA and math proficiency for these students. Weekly observations conducted by the leadership and admin team help monitor the instructional program, identify bright spots, trends, and areas needing improvement, ensuring that instructional practices are aligned with the needs of all students. Additionally, ensuring that learning targets and objectives are clearly communicated | Metric (1.1 & 1.2) SBAC |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | LEA-wide | with students, both verbally and visually, helps ELs and low-income students understand the learning goals and expectations, thereby improving their engagement and performance. These actions are provided on an LEA-wide basis to ensure a consistent and equitable approach to addressing the academic needs of all students, particularly those who are most vulnerable. Implementing these actions schoolwide creates a consistent learning environment where every student receives the support they need to succeed, thereby promoting equity and excellence across the entire school community. | |
| 2.1 | <p>Action: Attendance and Enrollment</p> <p>Need: Many low-income scholars may face challenges related to basic needs such as nutrition, clothing, and transportation that can impact their ability to attend school regularly.</p> <p>Healthcare Access: Physical and mental health issues can be a significant barrier to regular attendance, and low-income families may have limited access to healthcare services.</p> <p>Safe and Reliable Transportation: Lack of reliable transportation is a common issue that can prevent low-income scholars from getting to school.</p> <p>Engagement and Belonging: Students who do not feel connected to their school community</p> | <p>Addressing attendance concerns for low-income scholars through the Local Control and Accountability Plan (LCAP) requires a detailed understanding of the unique challenges and barriers these students face.</p> <p>Implement programs that provide students with free or reduced-price meals, clothing banks, and other basic necessities to support their attendance.</p> <p>Partner with local health organizations to offer on-campus health screenings, mental health services, and healthcare referrals to address health-related barriers.</p> <p>Develop transportation programs, such as bus passes or school shuttles, to ensure students have a reliable way to get to school.</p> <p>Create and promote school clubs, sports, arts, and other extracurricular activities that foster a sense of belonging and encourage regular attendance.</p> <p>Offer workshops, resources, and communication in multiple languages tailored to the needs of low-income families to educate them on the</p> | <p>Metric (2.3) Chronic Absenteeism</p> <p>Metric (2.6) Attendance</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| | <p>or who face negative school experiences are more likely to have poor attendance.</p> <p>Awareness and Education for Families: Parents and guardians of low-income scholars may not be fully aware of the importance of regular attendance or may face their own challenges that prevent them from supporting their child's education.</p> <p>Scope: LEA-wide</p> | <p>importance of attendance and how they can support their child.</p> <p>Shift from punitive to restorative practices that address the reasons behind absenteeism and work with students and families to find solutions. Use attendance data to identify students at risk of chronic absenteeism early and provide them with targeted interventions and support.</p> <p>Collaborate with community organizations to provide a network of support for low-income families that can address external factors affecting attendance.</p> <p>By focusing on these needs and implementing targeted actions, LCAPs can help improve attendance rates among low-income scholars, ensuring they have the support and resources necessary to succeed academically.</p> | |
| 2.5 | <p>Action: Classroom Facilities, and Student Physical Spaces</p> <p>Need: According to survey data, 52% feel safe at school and 79% of families believe the school provides a safe environment for their children. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially.</p> | <p>Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.</p> | <p>Metric (2.1) Student Sense of Safety</p> <p>Metric (2.8) Parent Sense of Safety</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---------------------------|---|------------------------------------|
| | Scope: LEA-wide | | |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
|-------------------|--------------------|---|------------------------------------|

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

These funds are allocated towards essential salary support to maintain our current staff levels and towards comprehensive professional development programs. By using the funds to cover part of the existing salaries, we ensure that our schools do not lose valuable staff members due to budget constraints. Concurrently, the investment in professional development enriches our staff's skills and teaching capabilities, enhancing both job satisfaction and educational outcomes. This dual approach of financial support and professional growth not only stabilizes our workforce but also directly contributes to sustained, high-quality service for our students.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A - single school LEA | N/A - single school LEA |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A - single school LEA | N/A - single school LEA |

2025-26 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals | 4,480,873 | 1,609,307 | 35.915% | 0.000% | 35.915% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$3,595,473.00 | \$1,385,316.00 | \$0.00 | \$125,431.00 | \$5,106,220.00 | \$4,591,639.00 | \$514,581.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|----------|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 1 | 1.1 | Grade Level Curriculum | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$0.00 | \$307,272.00 | \$307,272.00 | | | | \$307,272.00 | |
| 1 | 1.2 | Instruction | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | Ongoing | \$1,012,088.00 | \$0.00 | \$1,012,088.00 | | | | \$1,012,088.00 | |
| 1 | 1.3 | Academic Program (Master Scheduling) | All | No | | | All Schools | Ongoing | \$2,107,281.00 | \$119,475.00 | \$1,882,148.00 | \$344,608.00 | | | \$2,226,756.00 | |
| 1 | 1.4 | MLL | All | No | | | All Schools | Ongoing | | | | | | | | |
| 1 | 1.5 | SPED | Students with Disabilities | No | | | All Schools | Ongoing | \$976,970.00 | \$81,411.00 | | \$1,034,285.00 | | \$24,096.00 | \$1,058,381.00 | |
| 1 | 1.6 | Black Excellence | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 1 | 1.7 | Personalized Learning (students) | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 1 | 1.8 | Title I | All | No | | | All Schools | Ongoing | \$101,335.00 | \$0.00 | | | | \$101,335.00 | \$101,335.00 | |
| 1 | 1.10 | | | | | | | Ongoing | | | | | | | | |
| 2 | 2.1 | Attendance and Enrollment | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | \$224,836.00 | \$0.00 | \$224,836.00 | | | | \$224,836.00 | |
| 2 | 2.2 | SEL | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 2 | 2.3 | Family and Community Engagement & Outreach | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--------------------------------|---|----------|--------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 2 | 2.4 | School Climate | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 2 | 2.5 | Classroom Facilities, and Student Physical Spaces | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | Ongoing | \$169,129.00 | \$0.00 | \$169,129.00 | | | | \$169,129.00 | |
| 2 | 2.6 | Regular Coaching (using ASLF & TLF) | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 2 | 2.7 | | | | | | | Ongoing | | | | | | | | |
| 2 | 2.8 | | | | | | | Ongoing | | | | | | | | |
| 2 | 2.9 | | | | | | | Ongoing | | | | | | | | |
| 2 | 2.10 | | | | | | | Ongoing | | | | | | | | |
| 3 | 3.1 | Rigorous Projects (Project-Based learning) | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 3 | 3.2 | Family Involvement and Community Outreach | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 3 | 3.3 | Professional Learning (adults) | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 3 | 3.4 | Teacher Credentialing | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 3 | 3.5 | College & Career Readiness (Early College HS, A-G Readiness) | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 3 | 3.6 | Career pathways (HS only) | All | No | | | All Schools | Ongoing | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 3 | 3.7 | | | | | | | Ongoing | | | | | | | | |
| 3 | 3.8 | | | | | | | Ongoing | | | | | | | | |
| 3 | 3.9 | | | | | | | Ongoing | | | | | | | | |
| 3 | 3.10 | | | | | | | Ongoing | | | | | | | | |
| 4 | 4.1 | ELA | All | No | | | All Schools | 2025-26 | \$0.00 | \$3,211.00 | | \$3,211.00 | | | \$3,211.00 | |
| 4 | 4.2 | Math | All | No | | | All Schools | 2025-26 | \$0.00 | \$3,212.00 | | \$3,212.00 | | | \$3,212.00 | |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 4,480,873 | 1,609,307 | 35.915% | 0.000% | 35.915% | \$1,713,325.00 | 0.000% | 38.236 % | Total: | \$1,713,325.00 |
| | | | | | | | | LEA-wide Total: | \$1,713,325.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 1 | 1.1 | Grade Level Curriculum | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$307,272.00 | |
| 1 | 1.2 | Instruction | Yes | LEA-wide | English Learners Low Income | All Schools | \$1,012,088.00 | |
| 2 | 2.1 | Attendance and Enrollment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$224,836.00 | |
| 2 | 2.5 | Classroom Facilities, and Student Physical Spaces | Yes | LEA-wide | English Learners Low Income | All Schools | \$169,129.00 | |

2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$3,542,290.00 | \$3,973,256.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | Grade Level Curriculum | Yes | \$186,894.00 | \$245,587 |
| 1 | 1.2 | Instruction | Yes | \$829,261.00 | \$902,159 |
| 1 | 1.3 | Academic Program (Master Scheduling) | No | \$1,596,009.00 | \$1,568,536 |
| 1 | 1.4 | MLL | No | \$4,087.00 | \$3,908 |
| 1 | 1.5 | SPED | No | \$410,407.00 | \$789,282 |
| 1 | 1.6 | Black Excellence | No | \$0.00 | \$0.00 |
| 1 | 1.7 | Personalized Learning (students) | No | \$0.00 | \$0.00 |
| 1 | 1.8 | Title I | No | \$92,845.00 | \$111,804 |
| 2 | 2.1 | Attendance and Enrollment | Yes | \$222,622.00 | \$190,225 |
| 2 | 2.2 | SEL | No | \$0.00 | \$0.00 |
| 2 | 2.3 | Family and Community Engagement & Outreach | No | \$0.00 | \$0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 2 | 2.4 | School Climate | No | \$0.00 | \$0.00 |
| 2 | 2.5 | Classroom Facilities, and Student Physical Spaces | Yes | \$200,165.00 | \$161,755 |
| 2 | 2.6 | Regular Coaching (using ASLF & TLF) | No | \$0.00 | \$0.00 |
| 3 | 3.1 | Rigorous Projects (Project-Based learning) | No | \$0.00 | \$0.00 |
| 3 | 3.2 | Family Involvement and Community Outreach | No | \$0.00 | \$0.00 |
| 3 | 3.3 | Professional Learning (adults) | No | \$0.00 | \$0.00 |
| 3 | 3.4 | Teacher Credentialing | No | \$0.00 | \$0.00 |

2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$1,211,983 | \$1,438,942.00 | \$1,499,726.00 | (\$60,784.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.1 | Grade Level Curriculum | Yes | \$186,894.00 | \$245,587 | | |
| 1 | 1.2 | Instruction | Yes | \$829,261.00 | \$902,159 | | |
| 2 | 2.1 | Attendance and Enrollment | Yes | \$222,622.00 | \$190,225 | | |
| 2 | 2.5 | Classroom Facilities, and Student Physical Spaces | Yes | \$200,165.00 | \$161,755 | | |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 3,383,677 | \$1,211,983 | 3.106% | 38.925% | \$1,499,726.00 | 0.000% | 44.322% | \$0.00 | 0.000% |

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric # |
|--|
| <ul style="list-style-type: none">• Enter the metric number. |
| Metric |

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then. | Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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